

# Equality Impact Assessment Form

## 1. Persons responsible for this assessment:

<b>Name: Peter Holmes</b>	<b>Telephone: 01452 426447</b>
<b>Service:</b>	<b>E-Mail: <a href="mailto:Peter.holmes@gloucestershire.gov.uk">Peter.holmes@gloucestershire.gov.uk</a></b>
<b>Directorate: Children and Young People</b>	<b>Date of Assessment: 8<sup>th</sup> August 2011</b>

## 2. Name of the policy, service, strategy, procedure or function:

Relocation of Amberley Ridge School from Rodborough Common, Stroud to Whaddon, Cheltenham (pupils aged 5 – 11). Amberley Ridge is a special school which admits children with behavioural, social and emotional needs (BESN).
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## 3. Briefly describe its aims and objectives

To assist in improving the outcomes for children and young people with behavioural, emotional and social needs (BESN) by providing them with improved facilities that are fit for purpose. To remove the school's residential status.
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## 4. Who is intended to benefit from it and in what way?

Children and young people – less travel for the majority to fit for purpose facilities, improved opportunities for teaching and learning and meeting the needs of individual pupils Staff – improved facilities and better working conditions, improved professional development through links with other schools in the Whaddon Cheltenham (partnership working across Cheltenham is strong) area Parents – less travel, reflected benefits taken from improved facilities, greater opportunity for the majority of parents to be more closely involved with the school because it is closer to where they live County Council – saving on travel costs (Meeting The Challenge), lower maintenance costs, more likely to improve outcomes in better facilities Environment – less travel therefore less pollution. Proposed premises more modern and more likely to be energy efficient.
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## 5. What outcomes are expected?

Less travelling for the majority of students – research on journeys undertaken show that of 31 journeys, 19 will be shorter, 5 will be approximately the same and 7 will be longer. Improved teaching/learning environment Greater opportunity to work with families and to provide multi agency support Standards to improve. Cost saving to the County Council Improved value for money in the school's budget
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**6. Have you consulted on this policy, service, strategy, procedure or function?**

Yes. Consultation was completed on Friday 5<sup>th</sup> August. A total of 33 responses were received, of whom 24 were parents. Children at the school were also consulted through a special event held by the 'Hear By Right' Team.

The key issues from parents were about managing change, transport arrangements and ensuring facilities were replicated at the new site. Community responses were mainly about access to the new site. Children were mainly concerned about changes to their environment.

All of the issues are being considered by the School and relocation planning group and some changes to the plans will be made. For example, access to the site will be changed, a feasibility study on relocating the swimming pool will be undertaken and research into better transport arrangements will be made and discussed with parents. .

**7. What evidence has been used for this assessment: e.g. Research, previous consultations, MAIDEN?**

Analysis of provision for pupils with BESN (Derek Norton, 2009)

Consultation on general principles for improving the outcomes for children and young people with behavioural, emotional and social needs, (2009)

Availability of more suitable premises

Estimates of maintenance costs based on prior year figures

**8. Could a particular group be affected differently in either a negative or positive way?**

Please evidence that you have used the Consultation toolkit and planning template <http://staffnet/index.cfm?articleid=5203>

	Negative	Positive	Neutral	Evidence
<b>Age</b>			✓	Those affected by the change are not defined or categorised by their age i.e. no one age group is directly benefitting over another. Admissions are for primary aged children  There may be a negative impact on youngest pupils (aged 5-7) where long travelling might impact more on wellbeing and learning. Currently there are no pupils who fall into this category.
<b>Disability</b>	✓			There is a possible negative impact on pupils in the short term as they adjust, but positive in the medium term as the new site promotes improvements.'  There are currently no pupils or parents with physical disabilities. The new site is on a single level and is compliant with disability access legislation whereas

				<p>the old site was not.</p> <p>Pupils with BESN may have learning disabilities as an underlying cause of their difficulties. The wider aim of the BESN project is to improve assessment and diagnosis for children exhibiting BES needs and to use improved multi agency support to work alongside schools to address needs.</p> <p>Details of how the project proposes to mitigate the negative impact are given in Section 9, below.</p>
<b>Gender</b>			✓	The project does not currently, nor will it, discriminate on the basis of gender.
<b>Race including Gypsy &amp; Traveller</b>			✓	The project does not discriminate against one particular racial group over another. The school's ethnicity broadly reflects that of Gloucestershire student cohort as a whole with less than 5% of children coming from minority ethnic groups. There are no traveller's children on roll.
<b>Religion or Belief</b>			✓	The project does not currently, nor will it, discriminate on the basis of religion or belief. The school is not aware of any staff or families from specific religions or beliefs that will be impacted by the relocation.
<b>Sexual Orientation</b>			✓	<p>The policy does not currently, nor will it, discriminate on the basis of sexual orientation.</p> <p>There has not been any homophobic bullying in the school, or inappropriate use of language.</p>
<b>Transgender</b>			✓	There are no known transgender staff, pupils or parents therefore the relocation will have neutral impact.
<b>Other groups: e.g. Rural Isolation, Long term unemployed, Deprivation Health Inequality</b>	✓			Staff local to current school may be unable to relocate, especially those on lower salaries although financial support will be available for a limited time. Some learners will be faced with a slightly longer journey time. These issues will be individually identified and addressed.
<b>Community Cohesion</b>  <b>Community Cohesion (Cont'd)</b>	<p>Describe how the proposed activity, policy, strategy, service, procedure or function will contribute to Community Cohesion.</p> <p>You will need to consider;</p> <p>Is there equality between those who will and won't benefit from the proposal?</p> <p>Are there strong relationships between groups and communities in the area affected and will the proposed action promote positive relationships?</p> <p>Does the proposal bring groups / communities into increased contact with each other?</p>			<p>Though the proposed site is a former primary school, there may be some local opposition to the school being relocated but extensive communication and collaboration with the local community is being undertaken. There is a children's centre on the site which enables the relocated school to build on a thriving community of families.</p> <p>Pupils / children and young people local to the proposed site would benefit from being more engaged in their local community but admission to Amberley Ridge is a consequence of the statementing process identifying the school as the most appropriate provision and it meets needs from across the whole county.</p> <p>Discussions are underway for surplus site facilities to be opened for general use by the local community to provide multi agency support e.g. office for the police.</p>

		Building to be used rather than left derelict or sold.  Outline agreement has been reached to share the building prior to formal consultation.
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**9. If you have identified a negative impact in question 8, what actions have you undertaken or do you plan to undertake to lessen or negate this impact?**

**Please indicate whether these actions will be carried forward into level 2 or level 3 business plans.**

<b>Action(s):</b>	<b>How will this action be Monitored/Evaluated</b>	<b>When will policy / service / strategy / procedure / function be reviewed?</b>	<b>Carried to Level 2?</b>	<b>Carried to Level 3?</b>
<b>Helping vulnerable children to successfully make the transition to a new site through their involvement in decision making around the move and planning the new site – use of skilled facilitators to work with the children</b>	Reactions to be monitored and appropriate support given to individual children by the school/other agencies	Reviewed as a result of consultation and support will be given by the School.	<b>n/a</b>	<b>n/a</b>
<b>Design of site to minimise negative behaviours through input by children and staff in design phase</b>	Engagement of staff and children in final sign off of plans	School to review impact on children through first term of occupation and seek minor adjustments to building January – April 2012	<b>n/a</b>	<b>n/a</b>
<b>Prepare site for occupation by transferring furniture/equipment/objects familiar to the children in their daily learning</b>	Teachers to monitor reaction of students during January and make appropriate adjustments	January 2012	<b>n/a</b>	<b>n/a</b>
<b>Full transparency of the proposals, allow consultation with interested parties, full communications/PR package</b>	Completion of consultation exercise. Points raised during consultation taken into account and if necessary resolved satisfactorily.	First stage of consultation complete and changes made and communicated to stakeholders through updated website. Further communication after completion of Statutory Notice process in October	<b>N</b>	<b>N</b>
<b>Consult fully with unions and staff</b>	Early involvement from GCC HR staff. Carefully planned and consistent message to the union about why this is desirable. Monitored over coming weeks and during	Reviewed on an on-going basis by HR.	<b>N</b>	<b>N</b>

	consultation. Package to be agreed for those moving and incurring excess mileage. Package to be agreed for staff unable to relocate and assistance given to find suitable alternative employment.			
<b>For those pupils who face slightly longer journey's, research whether alternative provision may be available and to assist wherever possible in making the transition if requested. For those in or nearer to the South Glos area new provision is opening in Bristol in Jan 2012 which could prove beneficial.</b>	Monitored during consultation phase with specific contact with those individuals who are likely to find increases in their travel time.	Reviewed on an individual basis answering the needs of the parents and pupils during Autumn 2011 to enable new routes to start in January 2012.	<b>N</b>	<b>N</b>
<b>Show consistency of approach in dealing with community offer to ensure that any suitable proposals are carefully considered.</b>	Responses from consultation period will show how strong the feeling is.	Reviewed and agreement reached on community use of building.	<b>N</b>	<b>N</b>

## Declaration

We are satisfied that an Impact Assessment has been carried out on this procedure and where a negative impact has been identified, actions have been developed to lessen or negate this impact.

We understand that the Equality Impact Assessment is required by the County Council and that we take responsibility for the completion and quality of this assessment.

Completed by: Peter Holmes

Date: 08.08.2011

Role: Project Lead

Countersigned by Head of Service Date: 8<sup>th</sup> August 2011



Date for Review: 13<sup>th</sup> October 2011

Please forward an electronic copy to the Equalities Team by emailing: [equalities@gloucestershire.gov.uk](mailto:equalities@gloucestershire.gov.uk)

**The original signed hard copy and electronic copy should be kept with your team for audit purposes.**